



# **Educational Technology Plan for Franklin City Public Schools: 2011-2015**

*Supporting 21<sup>st</sup> Century Teaching and Learning*

<http://franklincity.k12.va.us/technology>



**2011-2015**

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# 2011-2015

## Executive Summary

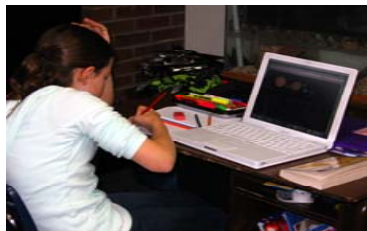
**F**ranklin City Public Schools is dedicated to preparing students for the 21<sup>st</sup> century. We are committed to helping students become critical thinkers, problem solvers, and life-long learners. We strive to produce students who are information literate, globally aware, and adept at communicating and collaborating in a variety of ways. We aim to guide students to properly apply technology tools to address real-world problems. We believe that true progress in the digital age requires innovative production, not just passive consumption. We hope to graduate students armed with the skills necessary to be successful in the careers of today and tomorrow.

This task of preparing students for the 21<sup>st</sup> century is vastly complex, though. It requires careful planning, strategic purchasing, multi-tiered implementation, high-quality training, continued support, and honest evaluation.

Franklin City's technology planning process included close consideration of these and other factors. Needs assessments were conducted in the areas of staffing, infrastructure, training, tools, and student technology proficiency. The division's mission was considered, as were specific division-wide priorities. These include improving student achievement, improving efficiency of operations, creating a positive and healthy climate for learning, and improving communication among departments, school, home and the community.

These considerations informed the *Educational Technology Plan for Franklin City Public Schools: 2011-2015*, which provides a vision for division-wide technology purchasing, implementation, training, support, and evaluation. It is aligned with the *Educational Technology Plan for Virginia: 2010-2015* and builds upon the foundation established by the Virginia Computer/Technology Standards of Learning, the Technology Standards for Instructional Personnel, and the International Society for Technology in Education's (ISTE) standards for students, teachers, and administrators (NETS\*S, NETS\*T, and NETS\*A).

While this plan will serve as a guide for technology integration in the division, we understand that this is a "living" document, subject to change based upon the ongoing evaluation of systems, programs, division-wide initiatives, budget allocations, personnel, and student achievement data.



# 2011-2015

## Process

### Mission Statement

The mission of Franklin City Public Schools is to provide a stimulating and challenging curriculum in a clean, safe, and nurturing environment that will establish high standards for all students and enable them to become responsible, caring, productive citizens and life-long learners.

The division's mission statement has served as a guide throughout the technology planning process. The *Educational Technology Plan for Franklin City Public Schools: 2011-2015* outlines strategies designed to support and further this mission.

The task of providing a stimulating and challenging curriculum will be aided by the expansion of course offerings for students through virtual learning environments, by the integration of a learning management system, by the implementation of next-generation assessments, and by the overall enhancement of curricula through the addition of Internet resources and software.

The Internet safety program supports a clean, safe, and nurturing digital environment for students. The continued utilization of a hardware firewall, Internet filtering, and anti-virus software, coupled with the ongoing identification and dissemination of best practices and resources to promote the integration of Internet safety and security throughout the curricula help to ensure that this aspect of the division's mission is realized.

The technology plan also supports the division's mission of enabling students to become responsible, caring, productive citizens and life-long learners by offering instruction in digital citizenship, by promoting information and communication technologies (ICT) literacy, by supporting the integration of digital portfolios and personal learning plans, and by providing access to tools that extend students' capabilities and productivity.

The priorities established in the *Educational Technology Plan for Franklin City Public Schools: 2011-2015* were also informed by the following goals and objectives from the division's comprehensive plan.

### **Division Goals 2009-2015**

#### **Goal 1: To Improve Student Achievement**

Objective C: Continue to disaggregate and analyze teacher and student performance data to identify weak areas and prescribe improvement strategies.

Objective Q: Improve teaching and learning through the appropriate use of technology.

Objective V: Provide instructional support to help all schools achieve full state accreditation in addition to meeting adequate yearly progress as defined by the "No Child Left Behind" legislation.

#### **Goal 2: To Improve Efficiency of Operations**

Objective C: Investigate upgrading of technology infrastructure.

Objective D: Upgrade server operating system.

Objective F: Investigate online SOL testing for S.P. Morton Elementary.

#### **Goal 3: To Create a Positive and Healthy Climate for Learning**

Objective G: Increase and strengthen programs focusing on bullying across the division.

#### **Goal 4: To Improve Communication among Departments, School, Home, and Community**

Objective B: Add policies and important dates to website.

Objective C: Revise the website to make information more accessible to the public.

**T**o address the technology-related needs of Franklin City Public Schools, members of the division's technology advisory committee met both face-to-face and electronically. The following committee members contributed to the *Educational Technology Plan for Franklin City Public Schools: 2011-2015*:

### **Technology Advisory Committee**

James McKinney, ITRT  
Margaret Lewis, Data Manager  
Sandy Atkinson, Teacher  
Patti Rabil, Teacher  
Elizabeth Burgess, Teacher  
Suzanne Blythe, Library Media Specialist  
Patricia Rideout, Library Media Specialist  
Kenneth Raybuck, Testing Coordinator  
Steve Stewart, Owner and Publisher, *Tidewater News*  
Teri Zurfluh, Parent  
Richard Dimsey, Network Administrator  
Beverly Rabil, Associate Director of Instruction  
Christine Ortiz, Teacher

The committee began the initial planning phase with a face-to-face meeting on June 16, 2010, and met the following benchmarks:

- Examined Appendix C: Division Plan Alignment of the *Educational Technology Plan for Virginia: 2010-2015*
- Established general procedures for asynchronous meeting and collaboration
- Reviewed Franklin City Public Schools' Comprehensive Plan, including the mission statement, goals, and objectives
- Established needs assessment instruments
- Established that there will be yearly evaluations of the plan conducted by the committee

The committee held another face-to-face meeting on July 13, 2010, during which the following benchmarks were met:

- Reviewed data from needs assessments
- Began development of summary of needs assessment findings
- Identified resources based on the needs assessment to help frame the plan's goals, objectives, and strategies
- Reviewed and approved the division AUP

Throughout the summer, the committee met asynchronously via Google Docs to review and revise various elements of the technology plan. Goals, objectives, strategies, and measures were continuously revised during this period, as was a summary of the Internet safety program for 2008-10. The committee also worked to articulate the plan's connections to the division's mission.

The committee convened for a final face-to-face meeting on October 12, 2010, during which the summary of the annual evaluation process and planned update cycle was finalized.

## **Evaluation Process and Planned Update Cycle**

**T**he process of ongoing monitoring, evaluation and revising of this long-range technology plan is essential to the successful integration of technology in the educational program. Technology is evolving rapidly. Tools that seem cutting-edge today may be obsolete tomorrow. Funding that is available today could be gone the next fiscal year. To account for these and other variables, a division-wide technology committee should oversee, review, evaluate the effectiveness of, and revise the technology plan each year. This committee will consist of the Instructional Technology Resource Teacher, Network Administrator, Data Manager, instructional staff, library media specialists, and parent and community members familiar with technology and its applications. On an annual basis, this committee should consider the following questions:

1. Were the technology goals met?
2. Was the technology plan fully implemented?
3. Has the timeline of implementation been followed?
4. Are the hardware and software being used?
5. Are the hardware and software being used effectively?
6. How has the staff responded?
7. Has the staff accepted the new technologies?
8. What new areas need to be added?
9. What areas need to be modified?
10. What is the community's involvement in technology education and use?

The technology committee will be responsible for designing surveys to collect data from students, staff, and the community to be used in evaluating the implementation of the technology plan. Once data has been collected, the technology committee will organize and interpret the data obtained from the surveys. Other recorded information will include the following:

- Minutes of meetings involving investigation of new or emerging technologies
- Status of the plan's action items
- Update of student-to-computer ratio
- Update of facilities
- Staff participation in technology related training and professional development activities

## Needs Assessment

**F**ranklin City Public Schools conducted needs assessments through surveys, observations, meetings, and an analysis of data from the Technical Support Request system and from student technology proficiency tests.

### Staffing

*Current Status:* As a result of budget shortfalls, the division's five-person Technology Department has been reduced to a three-person Technology Team within the Department of Instruction. Other departments have experienced similar reductions in force.

*Conclusion:* An analysis of the data from the division's Technical Support Request system reveals a need for additional technical support personnel. Media specialists will continue to assist in this effort. Additional building-level technology integrators would assist in addressing the need for ongoing training and support for teachers incorporating new tools and programs.

### Infrastructure

*Current Status:* No wireless infrastructure exists in any of the division's schools or offices.

*Conclusion:* The installation of a wireless infrastructure and the purchase of mobile devices will provide increased access to technology in the division's schools.

### Training

*Current Status:* According to survey results, few teachers use Web 2.0 tools (blogs, wikis, podcasting, etc.) more than once or twice per year because they are either "not comfortable" incorporating them, or they have "no experience" using them.

*Conclusion:* Using Web 2.0 applications can promote student engagement, improve student achievement, and support students' acquisition of 21<sup>st</sup> century skills. Training in integration strategies and continued hardware and software support must be available to teachers.

### Tools

*Current Status:* Interactive whiteboards have been installed in a majority of the classrooms in the division. Learner response devices are available for use at all three schools. Teachers want and need additional training in effectively integrating these tools.

*Conclusion:* The continued facilitation of high quality staff development in the effective integration of these tools will address this need.



**Student Technology Proficiency**

*Current Status:* A technology proficiency assessment administered to eighth-grade students at J.P. King Middle School in June 2010 revealed that many students are entering high school lacking basic technology skills.

*Conclusion:* Technology education aligned with the Virginia Computer/Technology SOLs, the ISTE NETS-S, and pursuant to ICT literacy should begin at the elementary school level and continue through middle and high school.

**Resources**

The local technology budget will continue to be the primary funding source. Virginia Public School Authority's (VPSA) Educational Technology Notes will assist in the division's efforts to add/replace computers and to establish wireless Internet access at each of the three schools. E-rate reimbursements will continue to help offset Internet connectivity costs. The division's Title II, Part D allocation will serve to fund additional staff training in technology integration. Grant funding will be explored as well.



# 2011-2015

## Actions

### **Goal 1: Provide a safe, flexible, and effective learning environment for all students.**

Objective	Strategies	Measures
1.1 Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	Investigate the expansion of course offerings for students through virtual learning environments, such as Virtual Virginia, the Consortium for Interactive Instruction, and Educational Options.  Provide local access to Web-based content, tools, and collaborative spaces through the use of a learning management system.	Course catalog, Course enrollment  Learning management system functionality
1.2 Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	Continue to employ at least one ITRT per 1,000 students.  Continue to employ at least one technical support person per 1,000 students.  Investigate the feasibility of adding an additional technical support person to the technology team.  Investigate upgrading network server software and infrastructure.  Maintain fiber and 100 Mbps to 1 Gbps Ethernet to every school.  Establish and support wireless Internet access at central office and at every school.	Division budget, Enrollment data  Division budget, Enrollment data  Division budget, Meeting agenda  Meeting agenda  Speed tests  Purchase orders, installation and functionality of wireless infrastructure
1.3 Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.  Facilitate teacher training in the use of a learning management system.	Staff Development Log, ITRT course offering advertisements and sign-in sheets, "Teachers" page on division website  Staff Development Log, Training agendas

**Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.**

Objective	Strategies	Measures
2.1 Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.	<p>Facilitate the design and delivery of innovative professional development that promotes collaboration by offering training at a variety of times, using data to determine areas of need, offering small group and individual sessions, and promoting session topics.</p> <p>Facilitate the design and delivery of professional development opportunities that focus on effective technology integration in specific core curricular areas.</p>	<p>Staff Development Log, Training agendas, Teacher surveys, Sign-in sheets, Evaluation questionnaire, Lesson plans</p> <p>Staff Development Log, Training agendas, Teacher surveys, Sign-in sheets, Evaluation questionnaire, Lesson plans</p>
2.2 Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	<p>Provide reasonable and equitable access to Internet-connected devices.</p> <p>Support the development and maintenance of personal learning plans for students.</p> <p>Investigate the use of student digital portfolios as a means to record individualized learning.</p> <p>Support teachers' creation of class websites.</p> <p>Support the integration of assistive technology.</p>	<p>Student-computer ratio</p> <p>"I Can Do It" forms maintained by students</p> <p>Meeting agendas</p> <p>Division website, Training agendas, Site functionality</p> <p>Staff Development Log, Training agendas</p>
2.3 Facilitate the implementation of high-quality Internet safety programs in schools.	<p>Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.</p> <p>Provide library media specialists with Internet safety curricula and resources.</p> <p>Share Internet safety resources with teachers, parents, and community members.</p> <p>Continue to utilize a firewall, an Internet filter, anti-virus software, and a centralized network backup on and off site.</p>	<p>Staff Development Log, Training agendas, Division website</p> <p>Internet Safety curricula, Lesson plans</p> <p>Staff Development Log, Training agendas, Division website, Lesson plans</p> <p>Hardware and software functionality</p>

**Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.**

Objective	Strategies	Measures
3.1 Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology.	<p>Provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations.</p> <p>Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.</p> <p>Provide opportunities for students to participate in global communication and collaboration through email and web conferencing tools.</p> <p>Support the integration of Web 2.0 applications (blogs, wikis, podcasting, etc.).</p> <p>Support the integration of models, simulations, and educational gaming.</p> <p>Support the effective use of interactive whiteboard technology.</p>	<p>Staff Development Log, Training agendas, Sign-in sheets</p> <p>Curriculum documents</p> <p>Lesson plans, Recorded conferencing sessions</p> <p>Staff Development Log, Training agendas, Sign-in sheets</p> <p>Staff Development Log, Training agendas, Sign-in sheets</p> <p>Staff Development Log, Training agendas, Sign-in sheets</p>
3.2 Ensure that students, teachers, and administrators are ICT literate.	<p>Effectively integrate the Computer/Technology SOLs, ICT skills, and the ISTE NET*S into K-12 instruction.</p> <p>Effectively promote, facilitate training for, assess, and report ICT literacy.</p>	<p>Lesson plans</p> <p>Staff Development Log, Training agendas, Data from student, teacher, and administrator assessments</p>
3.3 Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	<p>Continue supporting online benchmark and SOL testing at Franklin High School and J.P. King Middle School.</p> <p>Support implementation of online benchmark and SOL testing at S.P. Morton Elementary School.</p> <p>Support the integration of learner response devices into instruction.</p>	<p>Online benchmark and SOL test functionality</p> <p>Online benchmark and SOL test functionality</p> <p>Staff Development Log, Training agendas, Lesson plans, Frequent student assessment data</p>

**Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.**

Objective	Strategies	Measures
4.1 Provide resources and support to ensure that every student has access to a personal computing device.	<p>Establish wireless Internet access at every school.</p> <p>Investigate the feasibility of procuring and deploying mobile device carts.</p>	<p>Purchase orders for procurement, installation and functionality of wireless infrastructure, Student-computer ratio</p> <p>Meeting agendas, Price quotations</p>
4.2 Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.	<p>Provide high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use.</p> <p>Provide ongoing just-in-time support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.</p> <p>Support library media specialists' baseline hardware and software troubleshooting.</p> <p>Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.</p> <p>Continue to provide instruction in the use of word processing programs, presentation software, and various web-based applications.</p> <p>Explore the possibility of migrating to an open source productivity suite.</p>	<p>Staff Development Log, Training agendas, Teacher surveys, Sign-in sheets, Evaluation questionnaire, Lesson plans</p> <p>Staff Development Log, Training agendas, Teacher surveys, Sign-in sheets, Evaluation questionnaire, Lesson plans</p> <p>Staff Development Log, Training agendas</p> <p>Technical Support Request system data</p> <p>Lesson plans, Student products, Student surveys</p> <p>Meeting agendas</p>
4.3 Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.	Identify and disseminate information about new and emerging technologies.	"Teachers" page on division website, Email, ITRT blog

**Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.**

<b>Objective</b>	<b>Strategies</b>	<b>Measures</b>
5.1 Use data to inform and adjust technical, pedagogical, and financial support.	<p>Use data to inform strategic plans and purchases.</p> <p>Continue to utilize digital classroom observation devices to gather data on pedagogical practices.</p> <p>Use data to design and deliver appropriate technology-related professional development.</p> <p>Use data to prioritize and efficiently address technical support requests.</p>	<p>Consolidated Plan, Purchase orders, Title II D Formula Grant Application</p> <p>Observation data reviewed monthly at principals' meetings and at each building's faculty meetings</p> <p>Staff Development Log, Training agendas, Teacher surveys</p> <p>Technical Support Request system data</p>
5.2 Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	<p>Continue to maintain and support the division's student information system and data warehouse</p> <p>Provide support to teachers in using data warehouse to disaggregate and analyze student performance data to identify weak areas and prescribe improvement strategies.</p> <p>Assist teachers in integrating technology effectively to address data-supported needs.</p>	<p>System functionality</p> <p>Training agendas; Improvement plans, Sign-in sheets, Evaluation questionnaire, Lesson plans</p> <p>Training agendas, Sign-in sheets, Lesson plans, FCPS Triage form</p>
5.3 Promote the use of technology to inform the design and implementation of next-generation standardized assessments.	Continue implementation of next-generation assessments, including the use of models, simulations, and gaming environments.	Training agendas, Sign-in sheets, Lesson plans, Assessments, Student products

# Appendix 1: Timetable and Budget

## **Goal 1: Provide a safe, flexible, and effective learning environment for all students.**

Objectives	Strategies	Timeline	Budget
1.1 Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	Investigate the expansion of course offerings for students through virtual learning environments, such as Virtual Virginia, the Consortium for Interactive Instruction, and Educational Options.	2011-2012	May require additional funding
	Provide local access to Web-based content, tools, and collaborative spaces through the use of a learning management system.	2012-2013	May require additional funding
1.2 Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	Continue to employ at least one ITRT per 1,000 students.	Ongoing	Part of operational budget
	Continue to employ at least one technical support person per 1,000 students.	Ongoing	Part of operational budget
	Investigate the feasibility of adding an additional technical support person to the technology team.	2010-2011	May require additional funding
	Investigate upgrading network server software and infrastructure.	2013-2014	May require additional funding
	Maintain fiber and 100 Mbps to 1 Gbps Ethernet to every school.	Ongoing	Part of operational budget
	Establish and support wireless Internet access at central office and at every school.	Central Office and Franklin High School (2011-2012) J.P. King Middle School (2012-2013) S.P. Morton Elementary School (2013-2014)	May require additional funding
1.3 Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.	Ongoing	No additional funding required
	Facilitate teacher training in the use of a learning management system.	2012-2013	May require additional funding

**Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.**

<b>Objectives</b>	<b>Strategies</b>	<b>Timeline</b>	<b>Budget</b>
2.1 Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.	Facilitate the design and delivery of innovative professional development that promotes collaboration by offering training at a variety of times, using data to determine areas of need, offering small group and individual sessions, and promoting session topics.	2011-2012	No additional funding required
	Facilitate the design and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.	Ongoing	No additional funding required
2.2 Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	Provide reasonable and equitable access to Internet-connected devices.	Ongoing	May require additional funding
	Support the development and maintenance of personal learning plans for students.	2011-2012	No additional funding required
	Investigate the use of student digital portfolios as a means to record individualized learning.	2012-2013	No additional funding required
	Support teachers' creation of class websites.	2011-2012	No additional funding required
	Support the integration of assistive technology.	Ongoing	May require additional funding
2.3 Facilitate the implementation of high-quality Internet safety programs in schools.	Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.	Ongoing	No additional funding required
	Provide library media specialists with Internet safety curricula and resources.	Ongoing	No additional funding required
	Share Internet safety resources with teachers, parents, and community members.	Ongoing	May require additional funding
	Continue to utilize a firewall, an Internet filter, anti-virus software, and a centralized network backup on and off site.	Ongoing	Part of operational budget



**Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.**

Objectives	Strategies	Timeline	Budget
3.1 Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology.	Provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations.	2011-2012	No additional funding required
	Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.	2014-2015	May require additional funding
	Provide opportunities for students to participate in global communication and collaboration through email and web conferencing tools.	2012-2013	May require additional funding
	Support the integration of Web 2.0 applications (blogs, wikis, podcasting, etc.).	2011-2012	May require additional funding
	Support the integration of models, simulations, and educational gaming.	Ongoing	May require additional funding
	Support the effective use of interactive whiteboard technology.	Ongoing	May require additional funding
3.2 Ensure that students, teachers, and administrators are ICT literate.	Implement an effective technology education program at S.P. Morton Elementary School.	2014-2015	May require additional funding
	Integrate the Computer/Technology SOLs, ICT skills, and the ISTE NET*S into K-12 instruction.	2014-2015	May require additional funding
	Effectively promote, facilitate training for, assess, and report ICT literacy.	2014-2015	May require additional funding
3.3 Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	Continue supporting online benchmark and SOL testing at Franklin High School and J.P. King Middle School.	Ongoing	Part of operational budget
	Support implementation of online benchmark and SOL testing at S.P. Morton Elementary School.	2011-2012	Part of operational budget
	Support the integration of learner response devices into instruction.	Ongoing	May require additional funding

**Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.**

Objectives	Strategies	Timeline	Budget
4.1 Provide resources and support to ensure that every student has access to a personal computing device.	Establish wireless Internet access at every school.	Franklin High School (2011-2012), J.P. King Middle School (2012-2013); S.P. Morton Elementary School (2013-2014)	May require additional funding
	Investigate the feasibility of procuring and deploying mobile device carts.	2011-2012	No additional funding required
4.2 Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.	Provide high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use.	Ongoing	May require additional funding
	Provide ongoing just-in-time support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.	Ongoing	No additional funding required
	Support library media specialists' baseline hardware and software troubleshooting.	2011-2012	No additional funding required
	Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.	Ongoing	May require additional funding
	Continue to provide instruction in the use of word processing programs, presentation software, and various web-based applications.	Ongoing	No additional funding required
	Explore the possibility of migrating to an open source productivity suite.	2012-2013	No additional funding required
4.3 Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.	Identify and disseminate information about new and emerging technologies.	Ongoing	No additional funding required

**Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.**

Objectives	Strategies	Timeline	Budget
5.1 Use data to inform and adjust technical, pedagogical, and financial support.	Use data to inform strategic plans and purchases.	Ongoing	May require additional funding
	Utilize digital classroom observation devices to gather data on pedagogical practices.	2011-2012	Part of operational budget
	Use data to design and deliver appropriate technology-related professional development.	Ongoing	May require additional funding
	Use data to prioritize and efficiently address technical support requests.	Ongoing	May require additional funding
5.2 Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	Continue to maintain and support the division's student information system and data warehouse	Ongoing	Part of operational budget
	Provide support to teachers in using data warehouse to disaggregate and analyze student performance data to identify weak areas and prescribe improvement strategies.	Ongoing	Part of operational budget
	Assist teachers in integrating technology effectively to address data-supported needs.	Ongoing	Part of operational budget
5.3 Promote the use of technology to inform the design and implementation of next-generation standardized assessments.	Continue implementation of next-generation assessments, including the use of models, simulations, and gaming environments.	Ongoing	May require additional funding



# 2011-2015

## **Appendix 2: Division AUP**

*Amended May 24, 2010*

### **ACCEPTABLE COMPUTER SYSTEM USE**

The School Board provides a computer system, including the Internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, media devices, tape drives, servers, mainframe and personal computers, the Internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system, including the prohibition of illegal material, prevention of access to material that the school division deems to be harmful to juveniles as defined in Va. Code sections 18.2-390 and measures to enforce this policy and regulation including the selection of a technology for the divisions computers having Internet access to filter or block Internet access through such computers to child pornography as set out in Va. Code section 18.2-374.1:1 and obscenity as defined in Va. Code section 18.2-372. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account may be monitored or read by school officials.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, IIBEA-E2, before using the Division's computer system. The failure of any student, teacher, or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

## ADMINISTRATIVE REGULATIONS RELATING TO IIBEA

All use of the FRANKLIN CITY School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, media devices, tape drives, servers, mainframe and personal computers, the Internet and any other internal or external network.

### Computer System Use - Terms and Conditions:

#### **1. Acceptable Use:**

Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

#### **2. Privilege:**

The use of the Division's computer system is a privilege, not a right.

#### **3. Unacceptable Use:**

Each user is responsible for his or her actions on the computer system. Prohibited conduct includes:

- using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized installation of hardware and/or software
- downloading copyrighted material for unauthorized use.
- using the computer system for private financial or commercial gain.
- wastefully using resources, such as file space.
- scanning the school system or using the school system to scan others
- posting material authorized or created by another without his or her consent.
- using the computer system for commercial or private advertising.
- submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.
- using the computer system in any form while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.

#### **4. Network Etiquette:**

Each user is expected to abide by generally accepted rules of etiquette, including the following:

- Be polite.
- Users shall not forge, intercept or interfere with electronic mail messages.
- Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited.
- Users shall not post personal contact information, including names, home, school or work addresses, telephone numbers, or photographs, about themselves or others.
- Users shall respect the computer system's resource limits.
- Users shall not post chain letters or download large files.
- Users shall not use the computer system to disrupt others.
- Users shall not read, modify or delete data owned by others.

#### **5. Liability:**

The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

#### **6. Security:**

Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

#### **7. Vandalism:**

Intentional destruction of any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

#### **8. Charges:**

The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges, and electronic purchases.

#### **9. Electronic Mail:**

The School Division's electronic mail system is controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

#### **10. Enforcement:**

Software will be installed on the division's computers having Internet access to filter or block Internet access through such computers to child pornography and obscenity. The online activities of minors may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

**SAMPLE LETTER TO PARENTS:  
ACCEPTABLE COMPUTER SYSTEM USE**

Dear Parent/Guardian:

The FRANKLIN CITY School Board offers your student the use of electronic communications through the FRANKLIN CITY School Division's computer system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

Part of the School Division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The Internet will likely be one of these tools. Through the Division's computer system your student will have access to databases, libraries and computer services from all over the world. We accept the responsibility of teaching your student about his/her role as a "network" citizen and the code of ethics involved with this new community.

With this educational opportunity also comes responsibility on the part of your student. It is important that you and your student read the enclosed division policy, administrative regulation and agreement form and discuss these requirements. The Division takes precautions to prevent access to inappropriate material. However, it is impossible to control access to all material and a user may access inappropriate material.

In order for your student to take advantage of this educational opportunity, your authorization is needed. Attached to this letter are the Acceptable Computer System Use Policy and Regulation (IIBEA) and the Acceptable Computer System Use Agreement which both you and your student must sign before your child may use the computer system. Please review these materials carefully with your student before signing the required agreement.

Sincerely,



## ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

**Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system. Read this Agreement carefully before signing.**

Prior to signing this Agreement, read Policy and Regulation IBEA, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the Internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Employee Name (Printed) \_\_\_\_\_

Student/Employee School \_\_\_\_\_

Student's Homeroom Teacher \_\_\_\_\_ HR# \_\_\_\_\_ Grade Level \_\_\_\_\_

I have read this Agreement and Policy and Regulation IBEA. I understand that access to the computer system is intended for educational purposes and the FRANKLIN CITY School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system and for the School Division to issue an account for my student.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ (Please Print)



# 2011-2015

## Appendix 3: Summary of Internet safety program for 2008-2010

Franklin City Public Schools' Internet safety program focuses on five key areas – Acceptable Use Policy, Connectivity and Security, Curriculum, Professional Development and Support, and Evaluation/Assessment. Each of these focus areas has specific goals, objectives, timelines, assessment measures, and responsible agents.

The first area of focus is the Acceptable Use Policy (AUP). An Internet safety component was successfully incorporated into the AUP in April 2007 and has been reviewed annually by the Technology Advisory Committee. The current AUP is accessible on the division website here: <http://franklincity.k12.va.us/pages/Division%20Acceptable%20Computer%20Use%20Policy.pdf>

The second area of focus is connectivity and security. The primary goal of this focus area is to identify and implement selected technologies to block access to pornography and obscenity, to monitor appropriate use, and to ensure data and network security. To achieve this goal, the division has utilized a hardware firewall, a messaging firewall/filter, an Internet filter, anti-virus software, and has maintained centralized network backup on and off site.

The third area of focus is curriculum. Developing and implementing a division-wide Internet safety curriculum for students is the primary goal in this focus area. The division has developed a prescribed Internet safety curriculum that includes lesson plans, activities, and Internet resources for students in grades K-12. Also, rules for safe Internet use have been posted near computers in libraries and in labs at all three of the division's schools. Each school's media specialist, with support from the division ITRT, is responsible for the overall Internet safety instruction in his or her school. In addition to providing direct instruction, media specialists work with classroom teachers to integrate Internet safety into core curricula. Building principals monitor this implementation through observations, evaluation forms, and lesson plans.

The fourth area of focus is professional development and support, with the goal of providing adequate opportunities for all stakeholders to stay current on Internet safety issues through continued resource-sharing, training, and support. Division-wide and school-based Internet safety staff development has been conducted to help develop awareness. An Internet safety page on the division website provides stakeholders with a list of resources. The page can be found here: <http://franklincity.k12.va.us/internetsafety/> Instructional technology staff has attended regional and statewide conferences and workshops to stay current on issues related to

Internet safety, including filtering and social networking. Each year, the division ITRT has given an Internet safety talk to parents to help develop an awareness of the benefits and perils of Internet use. Also, Internet safety information was prepared for *City Clips*, a publication delivered to all residents of Franklin City.

The fifth and final area of focus is evaluation/assessment. The goal of this focus area is to establish a system of on-going evaluation for assessment of the Internet safety program. To achieve this goal, principals and the Associate Director of Instruction conduct observations, complete evaluation forms, and review lesson plans in order to monitor integration of the Internet safety program in the classroom. Additionally, the technology department annually evaluates the division's hardware and software utility and operation programs, such as security tools, intrusion detection systems, anti-virus methods and Internet and email filtering solutions, to ensure they are effective.

Franklin City Public Schools will continue its efforts in these five areas, using data analysis, stakeholder feedback, and an understanding of emerging issues to revise and improve the Internet safety program annually.